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SOCI 270.01: Introduction to Development Sociology

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SOCI 270: INTRODUCTION TO DEVELOPMENT SOCIOLOGY

Fall 2018
TR 9:30-10:50 a.m., GBB 108

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COURSE DESCRIPTION

In this course, students will begin to develop a critical perspective on a variety of contemporary issues related to international development, including consumption, globalization, environmental sustainability, poverty, hunger, urbanization, population growth, migration, and the rights of indigenous people. The course focuses largely on international examples but challenges students to consider the implications of global issues on a local level. Students' performance will be evaluated based on five homework assignments, one in-class quiz, two in-class exams, one final exam, one power point project and presentation (done with a partner), and attendance, preparation for and participation in class discussions. This course is a pre-requisite for SOCI 471, Gender and Global Development, to be offered fall 2019. This course is a core course for the International Development Studies (IDS) minor; please contact Dr. Kimber McKay at kimber.mckay@mso.umt.edu if you are interested in adding the IDS minor or the Peace Corps Prep Certificate.

LEARNING OBJECTIVES:

During this course, students will successfully:

1. Demonstrate the development of a sociological perspective and use it to begin to understand and compare theories, processes, and outcomes of economic and social development.
2. Describe and explain the historical emergence and evolution of colonialism, development, and globalization.
3. Explain and critique theories and processes of development and globalization.
4. Explain the implications of colonialism, development, and globalization for individuals, groups, and societies in high and low income countries.
5. Understand sustainability and be able to use global footprints as a way to measure sustainability of their own and their country's consumption levels.
6. Demonstrate writing and citation methods appropriate to sophomore level college students.

BOOK:

All students should purchase the following textbook:

Robbins, Richard H. 2014. *Global Problems and the Culture of Capitalism*, 6th ed. Boston: Pearson Education.

It is available in the UM Bookstore in the UC and via Amazon and other online book ordering systems. One copy is on reserve in Mansfield Library. Please obtain your copy as soon as possible. Additional assigned readings will be available through the Moodle system (discussed below).

COURSE REQUIREMENTS AND INFORMATION**Moodle:**

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post only the *most important* charts and graphs as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 270. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print relevant charts and graphs from lectures, review class announcements, and obtain the class notes from the missed lecture from a fellow classmate.

Classroom Environment:

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, reading newspapers, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! Be sure to turn off your cell phone when you come to class. If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period. Also note that the whole class will start with 5 extra credit points. Every time I notice someone texting or misusing a computer in class, I will subtract one point from each class member's 5 extra credit points – in other words, the whole class loses one extra credit point if one student is caught texting or misusing a lap top or tablet in class that day.

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

All students must practice academic honesty. Academic misconduct, including plagiarism and copying another student's paper or exam, is subject to an academic penalty by the course instructor, which will be failing the assignment or exam or, for repeat offenses, failing the course, and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on-line at http://www.umt.edu/vpsa/policies/student_conduct.php

Attendance, Class Preparation, Homework, and Participation (20%)

I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. Attendance will generally be worth 1 point per day, unless there are discussions or other group work (see schedule, below), in which case, it will be worth 2 points per day. Tardiness or leaving the class early without an appropriate excuse will cause you to lose 0.5 points from the day's attendance score. I am aware that from time to time, students may have to miss class. Acceptable excuses for missed classes include a doctor's note, a judge's note, an absence due to an official UM activity such as a sport or a field trip (with documentation), or an obituary or funeral notice for the funeral of a family member. Other excuses will not be accepted.

I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with discussions, problem solving activities, homework exercises, quizzes, and/or other exercises. Keep in mind that if you miss a class without an acceptable excuse, you may not make up missed class work, quizzes, or attendance, which ultimately lowers your grade. Together, homework assignments, class participation, attendance, class activities, quizzes, and preparation for class will be worth 20 percent of your overall grade.

Homework

Please see the list of homework assignments at the end of the syllabus. All homework assignments should be printed on a computer printer. Be sure to cite your sources and provide a reference list for each using the citation guidelines attached at the end of the syllabus and discussed in class. Please save all graded homework in a folder so that you can review it prior to exams. Be sure that you write your own homework responses to avoid plagiarism. If you have to miss the class for which a homework assignment is due, please bring it to a class prior to the due date, drop it off in my mailbox before class, or send it to class with a friend; otherwise, it will be considered late. Unless otherwise listed, all homework is due at the beginning of class on the date listed in the syllabus. Late homework exercises will be accepted; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a homework assignment that would originally have received an "A" will receive a "B." All late assignments must be turned in by the last day of class.

Sustainability Assessment Poster Project (10%)

See details in assignment list at the end of the syllabus.

Exams (70%)

During the course, three exams will be given (2 regular exams and 1 final exam). Exams will likely include multiple choice, short answer, and/or essay questions. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, discussions, and films. The exams will be non-cumulative, except to the extent that earlier materials inform later discussions or topics.

Reviewing for Exams

Before each exam, I will provide a study guide to highlight what will be covered on the exam. Be sure to review all assigned chapters and readings, review your class notes, and the study guide before the review session. Also, feel free to meet with me during office hours or at an alternate appointment if you have questions.

Make up Exams

Students with acceptable excuses (see list above) or who have three or more final exams in one day may be allowed to take a make-up exam with prior notice and permission from the professor. Students should provide documentation and then schedule a make-up exam at a time convenient to the professor, either very soon before or no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date. Make up exams likely will be in an essay format. The make up for the final exam must be completed by the last day of finals week.

Distribution of Course Grade

| | |
|--|------|
| 2 in-class exams and 1 final exam | 70 |
| Homework assignments, quizzes, attendance, in-class activities, extra credit | 20 |
| Small group poster project | 10 |
| TOTAL | 100% |

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, DVDs) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced. If you are enrolled Pass/Not Pass, you must earn a C- or better to pass.

ADDITIONAL INFORMATION

Office Hours

Please feel free to visit us during office hours. Generally, we will be available for a few minutes after class if you have a quick question. If you are unable to attend our scheduled office hours, you may arrange to meet us at a different time by appointment.

Students with Disabilities

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Please bring in the letter from DSS documenting your disability and accommodations by the end of the second week so that we can arrange for any warranted accommodations.

Extra Credit

Student may bring an item to donate to the Montana Foodbank Network on 10/25/18. Please do not bring instant macaroni and cheese or ramen noodles. Instead, bring canned tuna,

peanut butter, or low sodium canned vegetables or soup. The item will earn 5 points extra credit towards the attendance/participation/homework section of your grade.

Study Groups

I recommend that you participate in study groups to discuss readings and review for exams. Students who meet together in study groups tend to do much better on homework assignments and exams than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!

Reading/Assignment Schedule (subject to change)

Readings listed for a given date should be completed PRIOR to class as we will be covering them in class. Readings are either in the Robbins text (denoted "R") or on Moodle (denoted "Moodle"). Unless otherwise listed, any assignments are due at the beginning of class on the date listed or they will be considered late. All films listed will be shown in class, so there is no need to watch them before coming to class. They are either online or on reserve in Mansfield Library.

Tuesday 8/28/18: Introduction to Course and Small Group Discussion -- "What is Development?"

Reading assignment: None

In-class assignment: Complete student bio form & turn in at end of class (Note that if you miss the first day of class, you need to obtain the bio form from Dr. Sobie, complete it, and return it ASAP)

Thursday 8/30/18: Money & Types of Capital; Citation Workshop

Reading assignment: (1) R pp. 1-11

(2) Read pp. 8-11 in syllabus on the Chicago Citation Style

HW #1: complete Moodle tutorial and post photo to Moodle by 5 p.m. today

Tuesday 9/4/18: The Basics: Theories of International Development & Globalization,

Reading assignment: Giddens, Anthony, Mitchell Duneier, and R. Appelbaum. 2006.

"Theories of Global Inequality." In *Essentials of Sociology*, pp. 207-215. New York, NY: W.W. Norton & Co. (Moodle)

In-class citation quiz at beginning of class!

Thursday 9/6/18: Critiquing Development and Modernization

Reading assignment: Norberg-Hodge, H. 1996. "The Pressure to Modernize and Globalize." In *The Case against the Global Economy*, ed. J. Mander and E. Goldsmith, 33-46. San Francisco, Sierra Club Books. (Moodle)

Film: Page, John, Steven Gorelick, and Army Armstrong, producers. 2006. *Ancient Futures: Learning from Ladakh*. Berkeley, CA: International Society for Ecology and Culture. DVD. (ML, DVD 03041, 60 min.)

Tuesday 9/11/18: Constructing the Consumer

Reading assignment: R pp. 12-34

HW #2 due at beginning of class

Thursday 9/13/18: At Work in the Global Economy, Part 1 (film)

Reading assignment: R pp. 35-56

Film: Moros, Eve-Laure and Linzy Emery, prod. *Made in Thailand*. Available at <https://www.youtube.com/watch?v=DvYv3MjIGvc>, accessed 25 August 2018. Video. (Online, 33 min.)

Tuesday 9/18/18: At Work in the Global Economy, part 2 (small group discussion of articles)

Reading assignment: (1) Nicholas D. Kristof and Sheryl WuDunn, 2000. "Two Cheers for Sweatshops." *New York Times*, 24 September. (Moodle)

(2) Mattson, Corey, Marie Ayer, and Daniela Mijal Gerson. 2006. "The Maquila in Guatemala: Facts and Trends." In *Beyond Borders: Thinking Critically about Global Issues*, 481-487. New York, NY: Worth Publishers. (Moodle)

HW #3 due at beginning of class

Thursday 9/20/18: Colonialism & Neocolonialism

Reading assignment: R pp. 57-83

Tuesday 9/25/18: The Power of Multinational Corporations

Reading assignment: R pp. 83-98

Thursday 9/27/18: Corporate Control of Water & Discussion

Reading assignment: None

Film: Snitow-Laufman Productions, prod. 2004. *Thirst*. Oley, PA: Bullfrog Films. DVD. (ML, DVD 346.04691 THI, 60 min.)

Tuesday 10/2/18: **EXAM #1 in class**

Thursday 10/4/18: The Nation State & the Culture of Capitalism

Reading assignment: R pp. 99-125

Tuesday 10/9/18: Development, Debt, and the Nation State

Reading assignment: None

Film: Black, Stephanie, prod. 2003. *Life and Debt*. New York, NY: New Yorker Video. DVD. (TS/ML, DVD 972.9206 LIF, 86 min.)

Thursday 10/11/18: Population Growth

Reading assignment: R pp. 133-167

Tuesday 10/16/18: Neo-Malthusianism & Population Eugenics

Reading assignment: None

Thursday 10/18/18: The Roots of Hunger & Poverty

Reading assignment: None

Film: Dhanraj, Deepa, prod. 1994. *The Legacy of Malthus*. Oley, PA: Bullfrog Films. Video. (ML VT05833, 52 min.)

Tuesday 10/23/18: Hunger, Poverty, and Economic Development

Reading assignment: R pp. 168-196

HW #4 due at beginning of class

Thursday 10/25/18: Hunger in Montana: Special Guest Lecture by Montana Food Bank Staff

Reading assignment: none

Extra Credit: Bring a food item to class to donate to the Montana Foodbank Network for 5 points extra credit towards your participation grade (especially canned tuna, peanut butter, low sodium canned vegetables or soup; not ramen noodles)

Tuesday 10/30/18: Inequality in the Global Food System

Reading assignment: none

Film: Richter, Robert, prod. 2006. *Hungry for Profit*. Harriman, NY: New Day Films. DVD. (ML, DVD 03439, 88 min.)

Thursday 11/1/18: EXAM #2 in class

Tuesday 11/6//18: No Class--Election Day! Be sure to vote!

Thursday 11/8/18: We Have the Meat! Overconsumption and its Environmental Impacts

Reading assignment: R pp. 197-219

Tuesday 11/13/18: Treading Heavily: Our Global Footprints (discussion) + time to work with partner to put together sustainability power point

Reading assignment: none

HW #5 due at beginning of class

Thursday 11/15/18: Sustainability Assessment Power Point Presentation Session

Reading assignment: none

Small Group Sustainability Assessment Power Point due at beginning of class: please bring on an IBM-compatible flash drive

Tuesday 11/20/18: Infectious Diseases, and Global Development

Reading assignment: R, pp. 220-247

Thursday 11/22/18: THANKSGIVING BREAK – NO CLASS!

Tuesday 11/27/18: Indigenous Peoples in the Path of Development

Reading assignment: R, pp. 248-274

Thursday 11/29/18: Indigenous Action in the Face of Global Capitalism

Reading assignment: None

Film: McLeod, Christopher. 2013. *Standing on Sacred Ground: Profit and Loss*. Oley, PA: Bullfrog Films. DVD. (ML, DVD 203.5 STA, 57 min.)

Tuesday 12/4/18: Seeking Solutions

Reading assignment: R pp. 353-378 (also skim other parts of R part 3)

Thursday 12/6/18: Course Wrap Up & Review

Reading assignment: None

Wednesday 12/12/18: FINAL EXAM 10:10-12:10 a.m. in our regular classroom

CITATIONS & PLAGIARISM

To avoid plagiarism you MUST cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics MUST include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your parenthetical references in the text of your poster and your homework assignments should look like.

A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180).

C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(***NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

Examples

The following sets of examples illustrate parenthetical reference (PR) forms for use *in your text* and corresponding reference list (RL) entries for use in your *reference lists*. Keep in mind that your reference list should be alphabetized.

Book, Single Author

PR: (Robbins 2014, 54)

RL: Robbins, Richard H. 2014. *Global Problems and the Culture of Capitalism*, 6th ed. Boston: Pearson Education.

Book, Two or Three Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

Chapter in a Book

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

Electronic (On-Line) Documents

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

These are documents available from a website. Note that articles obtained from an on-line search engine but that are in a book or journal should be cited using those methods, **NOT** as

electronic documents. For electronic documents, if no author is provided, please list the article in your in-text citation using the first three words of its title followed by three dots and the year of publication. In the reference list, again, list the article by the title of the article.

Films, DVDs, and Videorecordings

PR: (DeNonno 2007)

RL: DeNonno, Tony, producer. 2007. *Itzak Perlman: In My Case Music*. New York, NY: Greenbluff Pictures. DVD.

Lectures or Guest Speakers

PR: (Sobieszczyk 2012)

RL: Sobieszczyk, Teresa. 2012. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World Class." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at UM's Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.

Quiz, Homework Assignments, and Small Group Poster Project Assignment

1. HW #1: Complete the on-line Moodle tutorial and post your photo on Moodle. Photo posting due 8/30/18 by 5 p.m. (Note: You may already have done this in an earlier class—if so, you don't need to do anything, and you will receive credit for your photo posting. If you do not want to post a personal photo, post a cartoon so that we know you've done it.)
2. Citation quiz: Conducted at the beginning of class on 9/4/18. This short quiz will cover the Chicago citation method covered at the end of the syllabus and during the in-class citation workshop on 8/30/18. ***The quiz will take only 12 minutes and MAY NOT be made up, so be sure to come to class on time!***
3. HW #2: Due at the beginning of class on 9/11/18. Based on your understanding of the Norberg-Hodge reading assigned for 9/6/18 and the film shown in class that day (and available at Mansfield Library reserve desk), answer the following questions. You may write a separate answer for each question. Your paper should be a total of 1 ½ - 2 pages long (not per question but overall!), not including reference list.
 1. According to the film and article, what *benefits* did modernization bring to the people of Ladakh?
 2. What key *drawbacks or problems* emerged from the move towards modernization in Ladakh?

Notes:

- (a) Be sure to use specific examples and quotations from the reading and film to support your analysis.

- (b) Be sure to cite these examples and quotations in your paper using the Chicago style discussed in this syllabus and practiced in class.
- (c) Please provide an alphabetized reference list at the end of your paper. The reference list will not count towards your overall paper length, so plan accordingly. The exact reference list entries you need are listed in the reading assignment schedule (above).
- (d) You should **not** do outside research for this short paper.

4. HW #3: Due at the beginning of class on 9/18/18.

In a typed, double-spaced paper, please answer the following questions about the readings assigned for today. You may write a separate answer for each question. Your paper should be a total of 1 ½ - 2 pages long (not per question but overall!), not including reference list.

- (1) In their article "Two Cheers for Sweatshops," why do Kristoff and WuDunn only give two cheers for sweatshops? Why not the full three cheers?
- (2) According to Mattson, Ayer, and Gerson (2006), what is a maquila?
- (3) Based on your understanding of the article by Mattson, Ayer, and Gerson (2006), why are maquilas beneficial to employers?

Notes:

- (a) Be sure to use specific examples and quotations from the readings to support your analysis.
- (b) Be sure to cite these examples and quotations in your paper using the Chicago style discussed in this syllabus and practiced in class.
- (c) Please provide an alphabetized reference list at the end of your paper. The reference list will not count towards your overall paper length, so plan accordingly. The exact reference list entries you need are listed in the reading assignment schedule (above).
- (d) You should **not** do outside research for this short paper.

4. HW #4: Due at beginning of class 10/23/18

In a typed, double-spaced, 2 - 2 ½ page paper, please answer the following question about the film *The Legacy of Malthus*, which was shown in class on 10/18/18 and is on reserve in Mansfield Library.

- 1. Based on your understanding of the film *The Legacy of Malthus*, discuss whether the poverty of the lower class farmers in Scotland and India was the result of having too many children or of the national government policies that assisted elites.
- 2. Now briefly discuss how the cases shown in the film offer a critique of Malthusian population theory, which was presented in the Robbins text and class lecture earlier this term.

Notes:

- (a) Be sure to use specific examples and quotations from the film to support your analysis.
- (b) Be sure to cite these examples and quotations in your paper using the Chicago style discussed in this syllabus and practiced in class.

- (c) Please provide an alphabetized reference list at the end of your paper. The reference list will not count towards your overall paper length, so plan accordingly. The exact reference list entry you need is listed in the reading assignment schedule (above).
- (d) You should **not** do outside research for this short paper.

5. HW #5: Global Footprint and Analysis (due at beginning of class 11/13/18)

- a. Go online to calculate your global footprint at:
<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>
 Please print out the final results page or hand copy all information from that final page onto a sheet of paper to turn in with your written analysis from part b, below.
- b. Then, based on your footprint, list **two** specific ways that you as an individual could reduce your global footprint, and hence your negative impacts on the environment.
- c. Finally, suggest **two** specific ways that the city of Missoula, MT could reduce the overall city's impacts on its footprint. (*Hint: For this part, think of large institutional, social, or policy changes, not just individual level things!*)

6. Sustainable Development Assessment Power Point Poster (presented in class on 11/15/18)

With your partner, prepare a five to six minute long power point presentation on your team's assigned location on campus, assessing and showing through photographs and text the following:

- (a) Examples of sustainable practices and conditions at the site
- (b) Examples of unsustainable practices and sites at the site
- (c) Five recommendations on how to improve practices and conditions at the site, listed in order of priority.

Notes:

- (a) Be sure to incorporate photographs of sustainable or unsustainable practices and conditions. This means you will need to visit the assigned site early so that you have photos and examples that you can incorporate into your presentation. You should consider a variety of things, including the physical infrastructure of your site, windows, lighting, heating/cooling, toilets, water usage, electricity usage, solar cells, recycling and trash practices, outdoor space around the site, which might include parking, bicycle parking, pavement, how people who use the building get to the building.
- (b) Fonts in your power point should be large, definitely no smaller than 20 pt. Larger fonts should be used for titles, and for the text as well if possible.
- (c) Be sure to put both of your names on the first slide of your presentation.
- (d) Time your presentation in advance – it should take no more than five or six minutes.
- (e) I will invite members of the UM Sustainability Committee to the event, so this will be an opportunity to provide real critique and input for their benefit, hopefully sparking some institutional change.
- (f) To encourage active participation by both partners, you will be given an opportunity to rate your partner's participation at the end of this project. Students

who are rated 1 or 2 out of 5 will lose a letter grade on this assignment, and students who are rated 0 will earn a 0 for this assignment.

